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ABSTRACT

Guidelines for effectively teaching minority students, Grades K-6, are presented in this manual, which is divided into six sections. Each section presents a different teaching principle, explains the rationale behind it, and provides a list of suggestions and/or comments from teachers. The six principles are: (1) Every child can learn if you have high expectations for all of your students. (2) Every child can learn if you approach instruction systematically with clear goals and objectives, emphasizing time-on-task and achievement. (3) Every child can learn if your instruction is multiculturally based. (4) Every child can learn if you accurately assess student achievement and use that data appropriately. (5) Every child can learn if you establish a positive classroom climate that includes maintaining firm, fair, and consistent discipline practices. (6) Every child can learn if you establish a positive home-school relationship. (KH)

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Guidelines for Effective

Every Child Deserves A Chance

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Every Child Deserves A Chance: Guidelines for Effective Teaching

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INTRODUCTION

What we said on the bookmark bears repeating: "We don't claim that effectively teaching *all* children is an easy task, but we do believe it's possible."

The bookmark serves as a reminder of the six basic guidelines, a ready reference. This accompanying manual provides some specific suggestions for acting in accordance with each teaching principle. It is an outgrowth of a review of the literature on effective schools and school improvement as well as interviews with teachers of underachieving minority students in grades K-6. Each teaching principle presents a key concept from the literature supported or extended by teacher comments.

We hope that these guidelines encourage you to further help underachieving minority students learn and, at the same time, give you some new ideas for doing so.

1. EVERY CHILD CAN LEARN IF YOU HAVE HIGH EXPECTATIONS FOR ALL OF YOUR STUDENTS.

Setting a Context

That teacher expectations influence student learning has become the educational self-fulfilling prophecy. This concept stems from Rosenthal and Jacobson's *Pygmalion in the Classroom* study.[1] When teachers were told that certain of their students were late bloomers and were expected to bloom momentarily, students' intelligence scores went up. In reality, the students were randomly selected. Presumably, their scores went up because teachers expected more of them and treated them differently.

Although this research study has come under fire for its methodology, subsequent studies[2] support the contention that teacher expectations affect student learning. Some of the research on teacher expectations related to race illustrate a differential impact on minority students:

- Teachers tend to see minority students as lower achievers and non-minority students as higher achievers even when performance is identical.[3]
- A study of racial differences in teacher perceptions of first and fourth graders reported that both black and white teachers viewed black boys as most negative and black girls next on traits such as achievement, cooperation, adjustment and physical appearance.[4]
- Another study showed that teachers treated white and black students differently in that white students received more praise and other positive reinforcement than did black students.[5]

Moreover, research done with underachieving students, many of whom are minorities, shows that their teachers typically[6]

- call on them less frequently
- wait less time for students to answer questions
- provide fewer clues or follow-up questions
- praise them less often for correct or partially correct answers
- seat them further away from the center of instruction
- accept less work and effort
- ask them lower level questions

Other studies have pointed out the relationship between academic achievement and self-concept. Generally, students with low self-concepts have low academic achievement. Conversely, however, students with high self-concepts do not always do well, and the influencing factor may well be expectations.

Benjamin Bloom said it very succinctly. "What any person in the world can learn, almost all persons can learn if provided with appropriate prior and current conditions of learning." There are some exceptions, Bloom says, but not more than five percent of the population.[7]

All this means that teachers need to

- be consciously aware of the expectations they have for children
- monitor their behavior to make sure that they communicate high expectations to the children
- conduct their instruction in such a way to help children meet their expectations

And, of course, there's always the danger of making a mistake, expecting more than a child is capable of. But the literature agrees: it's better to expect too much than too little.

What the Teachers Say

What adjectives would you use to describe your students? List at least ten and then compare your responses with those of the teachers interviewed for this publication.

These teachers saw youngsters as

Exciting	*Helpful to each other*	*Capable*	
Courteous	*Enthusiastic*	*Loving*	*Successful*
Boisterous	*Cooperative*	*Eager*	*Creative*
Affectionate	*Sensitive*	*Emotional*	*Polite*
Caring	*Conscientious*	*Tough*	*Resourceful*
Streetwise	*Perceptive beyond their years*	*Sweet*	*Funny*
Rich in experience	*Well-mannered*	*Clean*	

Note that this list is largely positive. It's not that the students were perfect or their teachers naive. These teachers simply deemphasized the negative aspects of their children's personalities and behaviors and concentrated on the positive. The good characteristics and high expectations were foremost in their minds.

Look at your adjectives. What expectations do they convey and how do they affect your behavior, and ultimately, how children perform in your classroom?

2. EVERY CHILD CAN LEARN IF YOU APPROACH INSTRUCTION SYSTEMATICALLY WITH CLEAR GOALS AND OBJECTIVES, EMPHASIZING TIME-ON-TASK AND ACHIEVEMENT.

Setting a Context

The underlying premise of this guideline is that teachers do indeed make a difference. The effective schools literature has identified critical components of teaching and learning that are prerequisites for children's progress. They include spending a maximum amount of time on instruction, having clearly stated goals and objectives, making sure that all students are actively engaged in learning and ensuring that students experience success in their studies.

- **A maximum amount of time spent on instruction.** Teachers must deal with three different kinds of activities: academic education such as math and language arts instruction; non-academic activities such as physical education and social events and maintenance activities such as transitions, disruptions and recordkeeping.[8] For effective instruction to occur, teachers need to move quickly through maintenance and non-academic activities and spend as much time as possible on academic tasks.

- **Clearly stated goals and objectives for learning.** What happens in the classroom should be the result of well thought out planning and preparation by the teacher. Although not excluding serendipity and spontaneity, teachers should be working from a prepared, sequential curriculum rather than on the basis of a whim or current interest.

- **Students actively engaged in learning.** All teaching is divided into two parts: what the teacher does and what the students are doing. Students may be actively listening, answering questions, thinking critically, sounding out words, practicing multiplication or writing a paragraph. On the other hand, they may be daydreaming, doodling, sleeping, reading a comic book, shooting paperwads or feeling so frustrated or anxious that they either withdraw or misbehave. Teachers need to know when their students are actively engaged in learning and how to get them back on task if they've disengaged.

- **Students experiencing success most of the time.** The old cliche that "if you don't first succeed, try, try again" does not describe how most people learn. Repeated success promotes motivation and enthusiasm for learning while repeated failure leads to discouragement, resentment and hostility. All children need an appropriate amount of support for their achievements and efforts and challenges to work to their full capacity. Advocates of mastery learning, the instructional approach that requires students to attain a certain achievement level before moving on, often require a performance standard of 80 percent. Such an approach requires different strategies for reteaching; and opportunities for both remediation and enrichment. High expectations, an appropriate level of challenge and effective instructional strategies are the underpinnings of student progress.

What the Teachers Say

These comments are typical of what the teachers had to say about approaching instruction systematically, emphasizing time-on-task and achievement.

- *"One of the most subtle and dangerous threats to effective teaching is for us to assume that our students take in and process information the same way we do. The reality is that all of our brains simply don't work the same way."*
- *"The old cliche that teachers teach the way they were taught is probably not true. What is more plausible is that we teach the way we best learn ourselves. That's fine for students who have a similar learning style, but what about those who differ?"*
- *"I think we get our mission mixed up. We focus too much on our teaching and not enough on what our students are learning."*
- *"I asked to be transferred to another school because few teachers followed the course of study. They taught mostly what they felt like teaching and avoided or slighted what they didn't like. Who's the curriculum for anyway: teachers' convenience or students' learning?"*
- *"We adults are very skillful at avoiding what we're not very good at. Children, however, don't have that option. That's one reason why it's so important for them to experience success. The logical and natural consequences of repeated failure is first, not liking school, and then, withdrawing, either mentally or physically."*
- *"I'm not sure when we'll settle the large group v. small group v. individualized instruction controversy. There are advantages and disadvantages to each. My best guess is that the effectiveness of each is also linked to the subject matter, to learning style and to current level of achievement. That leaves us in the ambiguous position of having to figure out what works best for each of our students. That's not at all reassuring, but it's the best we've got."*

3. EVERY CHILD CAN LEARN IF YOUR INSTRUCTION IS MULTICULTURALLY BASED.

Setting a Context

Given the country and the world we live in, we must understand and communicate effectively with people of different cultures. No schooling can truly be effective unless it's multicultural.

At the core of multiculturalism is a value — that diversity is desirable. Little in our upbringing teaches us, however, to view diversity positively. From our earliest years we're taught to value similarity — in our families, in our social and work groups, in our neighborhoods and communities and in society at large. Differences are seen as deficits, and diversity detracts from rather than enriches our experience.

Certainly some focus on sameness — what we call ethnocentrism — is appropriate. It helps us develop a cultural identity that is desirable and highly functional. It helps us bond with our families, make friends, join groups and be concerned community members and citizens. However, our ethnocentrism can make us dysfunctional and affect others negatively. For example, majority children are likely to subscribe to stereotypes unless they gain an understanding of other cultures. At the same time, minority children may have lower self-concepts if they see their own culture as less valued or largely ignored by the dominant cultural group. Thus, ethnocentrism is helpful to the degree that it allows children to feel part of a group but harmful when it excludes others because they are culturally different. It is helpful when it promotes positive self-concepts but harmful when it makes youngsters feel bad about themselves or others.

A key instructional skill is knowing when to reinforce and strengthen sameness by treating children equally and when to acknowledge and act on differences, thereby treating children equitably. One cannot successfully teach children without recognizing similarities in their need to learn while responding to their cultural and individual differences in ways that promote their growth and development. Intellectual, social and physical progress best occurs in an environment in which children and adults see themselves as resources for one another's learning. While acquiring academic knowledge and skills, teachers and students confirm shared experiences and at the same time explore and learn from their differences.

There is a simple exercise that will give you some insight into the degree to which you recognize and value differences. List five things that you have learned or could learn from your culturally different students and five ways in which the diversity within your classroom enriches your life. If you can list items easily, you are probably in touch with and value differences. If you have difficulty, then you may want to reexamine your assumptions about your students.

Teachers and students can work together in ways that exemplify how both diversity and sameness can be the foundation of a multicultural classroom. And that is important for every classroom regardless of whether the students are all white, all black or a mix of colors.

What the Teachers Say

To a person, the teachers interviewed appreciated and valued cultural diversity. Although often challenging, culturally diverse children bring rich resources for learning and for teaching their teachers as well as their peers. Here is what the teachers had to say:

- *"Some teachers think they're a nuisance, but I don't see them that way. Having children of different races, ethnic groups and countries in a classroom is an enriching experience. They make the curriculum multicultural all by themselves. You can't teach a diverse group of children without knowing something about their countries, cultural traditions, values, holidays, dress and food. We are a microcosm of the world, and I love it."*
- *"I encourage children to keep their native language while praising their success in learning English. I see their first language or their dialect as a resource to be valued rather than a deficiency to be overcome."*
- *"Multicultural education is celebrating Martin Luther King's birthday, using books that are racially integrated and presenting the United States as the diverse country that it is. However, there's so much more that's expressed attitudinally that is the core of multicultural education. It's respect for doing things differently — the values, language, dress, customs, food — different experiences that are crucial to eliminating ethnocentrism."*
- *"We should never lose sight of the fact that we're learning about other cultures not out of our goodwill but out of mutual respect and the awareness that knowledge can benefit and enrich us."*
- *"The child who presents the greatest challenge to me is one who is prejudiced. Helping a child work through that bias is the hardest job I have but also when I succeed, the most gratifying."*
- *"The more homogeneous your students, the harder it is to establish a multicultural classroom, but all the more important. The culturally disadvantaged are those who never move beyond their sameness."*

4. EVERY CHILD CAN LEARN IF YOU ACCURATELY ASSESS STUDENT ACHIEVEMENT AND USE THAT DATA APPROPRIATELY.

Setting a Context

Although daily monitoring of each student's progress is critical to effective teaching, group evaluation is also equally important. Test results can tell you how your entire class is progressing as well as specific groups within your class (e.g., minority students and non-minority students, Hispanics and blacks or boys and girls). Moreover, the performance of students participating in a specific program (new reading series, for example) can be compared to those in a different program. Detailed analysis of test data is extremely important in determining factors affecting the progress of underachieving minority youngsters.

The inherent danger of group assessment, especially for underachieving minority students, is two-fold: bias in the instruments themselves and how the data are used.

The progress of underachieving minority students is not likely to be accurately reflected in assessment instruments that

- contain pictures, words or concepts that are culturally biased
- do not measure that which they purport to measure
- have been normed on a group that is racially or sexually different from the students in your classroom
- are not based on the school curriculum
- measure a child's disability rather than actual progress or potential

If one or more of these conditions exist, the data obtained from group assessment will not be accurate.

All too often test scores have been used in ways that negatively affect underachieving minority students. For example, black students have historically been overrepresented in EMI (educable mentally impaired) classes and underrepresented in classes for gifted and talented students. Additionally, black students have been overrepresented in low-level academic tracks from which their escape is often difficult, if not impossible. Educators are now seeing this disproportionate representation of minorities as the result of differential expectations, cultural bias and invalid tests. One common flaw in the evaluation procedure is assigning students to or excluding them from a group, class or program solely on the basis of test scores that do not accurately reflect the students' achievement level.

Using invalid or biased tests or using data in ways that negatively affect minority students has led the effective schools educators to recommend multiple means of assessment. That includes culture fair commercial tests; teacher-made tests; students' previous performance; interviews with and recommendations from teachers, parents and students themselves; work samples and grades as well as standardized tests, all of which can be used to construct a student profile. Multiple measures are much more likely to produce an accurate picture than any one or two single indices.

What the Teachers Say

Students, especially those of a diverse cultural or racial/ethnic group, may not have sufficient test taking skills. To obtain any kind of accurate assessment of their achievement, teachers may have to instruct their students in how to take a test. Moreover, teachers need to use test results appropriately. First, here are some suggestions of activities to help students:

- *"Some youngsters just don't understand the importance of a test. That means we have to explain the significance of what we're asking them to do and stress that they need to do their best. They may also not see the relationship between studying for a test and how well they do on the exam. We may have to work very hard to make links for students until they're able to make them themselves."*
- *"All too often teachers think that students simply acquire appropriate study skills as they progress through the grades. Sometimes that happens; other times it doesn't. At the beginning of each year I actually teach students how to study for an exam and reinforce those skills throughout the year."*
- *"A test-wise student needs to know how to*
  - *read directions*
  - *gauge time*

— *use a computer-scored answer sheet*

— *guess advantageously"*

- *"Until students demonstrate their ability to study for a test on their own, I structure their study time — both within the class and at home — for them. That approach requires support from the parents which I almost always get once I explain what I want."*
- *"I know it probably sounds trivial, but students really do need to be in optimal physical and psychological condition to take a test. That includes adequate sleep, having a nutritious meal and feeling comfortable and relaxed. Just because we have limited control over some of those factors doesn't mean that we should ignore them all. Let's give it our best shot anyway."*

Here is what teachers say about using data:

- *"After noticing that the children didn't take home really bad papers, I stopped giving them back. Now I'm much more likely to say to a student, 'I don't think I explained this very well. Can we both try again?'"*
- *"I maintain an open book policy. The students know they can always ask to review their test results. There are never any surprises about grades in my class."*
- *"I have three basic principles on giving students feedback:*

  — *Always give both positive feedback and constructive criticism.*

  — *Focus the negative feedback on the most important aspects of the students' work rather than commenting on every conceivable error.*

  — *Provide the opportunity to redo the work as many times as the students want to improve their grade."*
- *"A single test score can be insignificant and inaccurate. In making placement decisions about students, we need to consider multiple factors."*
- *"Although students don't score well on a test by accident or chance, there are multiple factors — other than ability — than can cause them to score low. We do our youngsters a disservice if we view a low score as an accurate indicator."*
- *"We have to make sure that our feedback and evaluation contribute to helping students learn rather than punishing them for not knowing."*

5. EVERY CHILD CAN LEARN IF YOU ESTABLISH A POSITIVE CLASSROOM CLIMATE THAT INCLUDES MAINTAINING FIRM, FAIR AND CONSISTENT DISCIPLINE PRACTICES.

Setting a Context

Few people believe anymore that children are inherently evil, that in school they connive and plot to distract other students, annoy their teachers or damage school property. However, there are still rampant stereotypes that minority students, students from lower socioeconomic groups and low achieving students are much more likely to be trouble makers than non-minority students, students from higher socioeconomic groups and high achieving students. And unfortunately, data support this stereotype. Blacks make up 16 percent of all public school students but comprise 29 percent of suspensions, 27 percent of expulsions and 29 percent of all cases involving corporal punishment.[9]

However, a closer look at these figures shows that minority students have often committed rather minor infractions such as laughing, talking back or wearing clothing atypical of appropriate school apparel. Because of biased screening procedures, minority students may have been placed in instructional programs inappropriate for their level of achievement or ability. Moreover, the racial bias of administrators, counselors and other school personnel may create an environment that minority students find hostile and offensive. And, finally, one study has shown that a small number of teachers were responsible for a high percentage of all major disciplinary actions.[10] As a result, some educators believe that students' misbehavior is sometimes more in the eye of the beholder rather than the actions of the students.

The effective schools literature sees teachers less as disciplinarians and more as managers of instruction. Skilled in the broader areas of classroom management, teachers are responsible for creating an environment where students can learn what we ask them to learn. If a student is cheating, disturbing others or not listening, a classroom manager will look at what's causing the behavior and focus on the problem rather than on the misbehavior per se.

In this approach discipline is a means to an end and that end is learning. There's a process, actually a fairly simple one, by which an instructional manager may ensure effective discipline:

- **Setting rules.** Often these rules are jointly set by the teacher and the students at the beginning of the year. The underlying assumption is that students are more likely to adhere to rules that they've helped set up.

- **Enforcing limits.** Consistency appears to be the key word here. A teacher needs to be consistent in enforcing the rules and enforcing them similarly with all students who commit infractions. Inconsistency conveys a feeling of not caring about the student or that the infraction isn't all that important in the first place.

- **Providing options.** Children need to learn cause and effect relationships. They must understand that when they do "x," then they will experience certain consequences that are different from what happens when they do "y." As long as they choose to do "x," they must live with the consequences. However, they do have the option of selecting "y."

- **Giving consequences.** Use a mix of punishment for negative behavior and rewards for positive behavior in carrying out your disciplinary plan. Most children respond to rewards better than to punishment. That's human nature, something we sometimes forget in our anger or frustration. However, certain behaviors cannot go unpunished because of the message they convey to the child and other children. Teachers need to monitor their use of rewards and punishments, making sure that the first exceeds the second.

- **Providing an appropriate level of instruction.** A teacher who follows all of the preceding guidelines may still have children misbehaving if they are either frustrated by or bored with their instruction. Remember Guideline #2 — that children should be experiencing success in the vast majority of their academic endeavors.

- **Being aware of racial and cultural differences.** The effectiveness of any of the preceding suggestions can be undermined if teachers are not sensitive to the values and life styles of their students. As stated in Guidelines #3, teachers need to know when to treat students the same — regardless of their race — and when to take race into account. That knowledge can make the difference in keeping classroom disciplinary actions to a minimum.

Classroom management is not an ability or skill that some of us — but not others — are born with. Rather, it is a set of learned behaviors. Remember what Benjamin Bloom said about students: "What any person in the world can learn, almost all persons can learn if provided with appropriate prior and current conditions of learning." That goes for adults as well as children.

What the Teachers Say

Here are some teacher comments about discipline as well as accounts of "discipline problems."

- *"In an effectively managed classroom, you don't see the discipline. It's entwined so tightly with instruction that it's virtually invisible."*
- *"Trust can do wonders. Robert came to me a non-reader in the fourth grade. He had a learning disability as well as a chip on his shoulder, both of which contributed to his constant rebelling against authority. But I loved and cared about him, and he soon began to read. As his trust in me grew, his reading improved; and I began to see a child beautifully unfold. He still misbehaved in other classrooms, but with me he worked very hard and was successful."*
- *"We give youngsters at least a year to learn how to read but only a minute to change their behavior."*
- *"The principal came on the PA system and told us in a very firm voice to evacuate the building immediately. He had never done that before, and there was an urgency in his voice. Some of my children responded well; others didn't. But I knew what the problem was: some didn't know the meaning of evacuate. Later we talked about that. I could have scolded them for their misbehavior, but that's an inappropriate response when children aren't clear on what they're supposed to do."*
- *"The greatest danger in being an adult is the tendency to be arbitrary with children. The 'do as I say' without a sound reason or rationale gets me into trouble everytime."*
- *"Seeing children's misbehavior as a shared problem keeps me from blaming the child. Figuring out what each of us can do to help the other is a much more positive approach."*
- *"There it is — big red letters right in the front of my lesson plan book: AVOID GETTING CAUGHT UP IN POWER STRUGGLES WITH KIDS."*
- *"In order to succeed in the classroom I've needed to have a tremendous desire to work with children and skill in learning to work with children with many needs. The first I had from the very beginning. The second I had to learn over time."*

6. EVERY CHILD CAN LEARN IF YOU ESTABLISH A POSITIVE HOME/SCHOOL RELATIONSHIP.

Setting a Context

Just as the effective schools literature sees students in positive rather than negative terms, it also views parents the same way. An underlying assumption is that parents care how their children do in school and that most parents can and will support their children's efforts to achieve.

Brookover et al. distinguish between parent involvement and parent support, a critical distinction for some effective schools educators.[11] Traditionally parent involvement has focused on parents carrying out responsibilities that schools were unable to do or on activities to free teachers to spend more time with children. Thus, parents have fulfilled a myriad of PTA or PTO responsibilities, staged magic shows and school carnivals, and conducted paper drives and candy sales. Parents have also helped supervise children during lunch hour or recess or assisted in the library or media center. They have served on a variety of advisory committees.

There are two negative aspects to this type of parent involvement. First, it is not directly related to student achievement, the major goal of effective schools. Furthermore, this approach limits the numbers of parents who can participate because the vast majority of the work has to be done at school.

Brookover et al. define parent support as "any means by which parent actions or attitudes reinforce the academic program of the school at home."[12] In contrast, this type of support directly focuses on helping students achieve. Teachers take the lead in determining and communicating needs, and the parents carry out most of the supportive activities in their own homes.

Here are some ways parents can support their child's academic learning:

- Working closely and cooperatively with the school (e.g., calling when a child is absent or late, letting teachers know events at home that may affect a child's performance such as illness in the family or a new sibling)
- Following through on requests from the school (e.g., reviewing the nines multiplication facts with Jon, listening to Benita read aloud or taking James for an eye examination)
- Modeling an active interest in learning (e.g., reading and discussing current events, going to the library, talking about experiences and what family members have learned from them)

Much of this type of parent support is inconspicuous, but it is essential to student achievement.

Given the fact that the vast majority of parents can't come to school, parent support at home is a much more realistic possibility. There are some parents who cannot provide much support to their children and even less to the school. For this small percentage of children the school will have to assume greater responsibility.

School administrators and teachers must develop a plan for parent support and closely monitor it. Two keys to an effective plan are to communicate clearly to the parents just what you want them to do. Next, parents should have options, working out of their strength and interest as much as possible. Keep in mind that parents aren't and shouldn't be expected to be teachers. Thus a parent support plan requires close work to clearly define and assist parents in carrying out their role.

Parent support doesn't preclude some of the more traditional types of parental participation. There are always those who can and want to have direct involvement with the schools. These individuals can be very helpful in assisting teachers in tutoring students or preparing lessons.

Teachers should, however, never lose sight of the goal of parent support: helping increase student achievement. All parent support activities should be as directly related to that goal as possible.

What the Teachers Say

Teacher comments focused on two major areas of school/parent relations: being sensitive to a child's home and family life and strategies for securing parent support.

Being sensitive to a child's home and family life. *"When a child says, 'I was doing the wash' in answer to my question, 'Where were you yesterday?' I instantly have a clearer perspective of the kind of life this child has."*

- *"Any teacher who communicates successfully with parents must realize that families exist in many different configurations other than the classic mother, father and two children. For example, for Mother's and Father's Day we talk about adults who play parent roles and then have the children make gifts for the parent, aunt or uncle, older sibling, grandparent or family friend."*

- *"Dealing with parents can be tough, especially those who don't want their children attending an integrated school. I really work at affirming differences, the value of diversity and mutual respect and understanding."*

- *"I've found that most parents are very concerned about how their children are doing in school and want to help them. For some, their involvement at school is limited because they don't have transportation. For a smaller group, their own problems are so pressing that they can't focus on how their child is doing in school. It isn't that they don't care, it's just that they can't cope."*

Techniques for securing parental support. *"I can't teach without being in constant contact with parents. I call them at the beginning of each year and maintain that contact throughout the year."*

- *"I contact every single parent, even those who may not want to hear from me."*

- *"The best way for me to communicate with parents is through becoming a member of the community. I make a point of attending most school and community affairs, to be in a position to see as many parents as possible. Even a quick greeting in the grocery store can do much to establish a relationship."*

- *"Once a year I have an Appreciation Day for Parents. I do have a genuine interest in the home, and that's one way of showing it and acknowledging parents for their support."*

- *"Teaching is so much more than instructing children. I've taken youngsters to hospitals, helped them get glasses and paid out of my pocket so that they could go on field trips. It simply comes with the job."*

- *"A parent really put things in perspective for me. 'You never have anything good to say,' she said. 'The only time I hear from you is when things aren't going well.' After that I decided to change. Now I make a point of letting parents know the good things their children are doing. One day I sent a positive note home to the parents of a child who had been tardy 37 times. Would you believe? He was never tardy again."*

NEXT STEPS

We hope these guidelines will encourage and help you work more effectively with underachieving minority youngsters. If your school would like assistance in implementing the guidelines, consultation and training services are available from the Mid-Atlantic Center for Race Equity, The American University, 5010 Wisconsin Avenue, N.W., Washington, D.C. 20016, (202) 885-8517.

Specifically, the center can assist your school in:

- assessing the achievement of minority students in non-biased ways
- analyzing school policies and practices for race bias
- establishing a positive school climate
- maintaining non-discriminatory discipline policies and practices
- implementing an instructional performance model based on teacher expectations
- conducting skill development training on each of the six guidelines

These services are available free of charge to school districts in Maryland, Virginia, West Virginia and the District of Columbia. Contact Dr. Sheryl Denbo, Director, for additional information.

NOTES

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[2]J.E. Brophy and T.L. Good, *Teacher Student Relationships: Causes and Consequences* (New York: Holt, Rinehart, and Winston, 1974) and C.H. Persell, *Education and Inequality: The Roots and Results of Stratification in American Schools* (New York: The Free Press, 1977).

[3]D.P. Antonopolis, "Interactions of Teacher-Pupil Sex as Expressed by Teacher Expectation, Patterns of Reinforcement, and Judgments about Pupils: A National Study," *Dissertation Abstracts* 32(1972): 6117-A; T.K. Crowl, "White Teachers' Evaluation of Oral Responses Given by White and Negro Ninth Grade Males," *Dissertation Abstracts* 31 (1971): 4540-A; and W.P. Woodworth and R.T. Salzer, "Black Children's Speech and Teacher Evaluations," *Urban Education* 6 (July 1971).

[4]V. Washington, "Racial Differences in Teacher Perceptions of First and Fourth Grade Pupils on Selected Characteristics, *The Journal of Negro Education*, Howard University, Washington, D.C., 1982.

[5]G. Gay, *Differential Dyadic Interactions of Black and White Teachers with Black and White Pupils in Recently Desegregated Social Studies Classrooms: A Function of Teacher and Pupil Ethnicity (OE Project No. 2F113, January, 1974).*

[6]T.L. Good, "Teacher Expectations and Student Perceptions: A Decade of Research," *Educational Leadership* 38 (April 1981) and L. Moran, ed. "Some Are More Equal Than Others," *What's Noteworthy on School Improvement* (Denver, Colorado: Mid-Continent Regional Educational Laboratory, 1981).

[7]B.S. Bloom, "New Views of the Learner: Implications for Instruction and Curriculum," *Educational Leadership* 35 (April 1978).

[8]W.B. Brookover, et al., *Creating Effective Schools: An Inservice Program for Enhancing School Learning Climate and Achievement* (Holmes Beach, Florida: Learning Publications, Inc., 1982).

[9]*Fact Sheets on Institutional Racism* (New York: Council on Interracial Books for Children, 1982).

[10]L. Hall, "Race and Suspension: A Second Generation Desegregation Problem," *Student Rights and Discipline: Policies, Programs and Procedures* (Ann Arbor: University of Michigan, 1978).

[11]Brookover, *Creating Effective Schools.*

[12]*Ibid.*

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